

THIS SECTION HAS BEEN REVISED IN CONTENT AND FORMAT FOR CLARIFICATION

Section III – Guidelines and Requirements for All Training Providers Applications


If the provider(s) develops and proposes a well-designed Principal Training Program that successfully meets or exceeds the overall criteria, as well as the criteria for each Module for which approval is sought, they will be approved as an AB 75 training provider. The ultimate goal is to develop principals who can establish sound and clear instructional goals, who can collaboratively develop data-driven decisions, and be knowledgeable about academic content and effective instructional strategies, and who have the skills to lead a school through powerful academic instructional program change.

All provider applications are to include: a program description; a comprehensive curriculum package; evidence of quality trainers; descriptions of training methods and delivery and evaluation and reporting; and a statement about proprietary rights.

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<p style="text-align: center;">A. Program Description</p>	<ul style="list-style-type: none"> One copy of completed application form. A brief introduction identifying the module(s) that are being submitted and any clarification, if necessary, of proprietary rights. Local board-adopted programs (from the SBE adopted-program(s) list for K-8 only) and materials that are included in Module 1 must be listed and identified by program name, publisher and grade-level. A description of how the program will provide intensive and ongoing professional development in the AB 75 Content areas, both as part of the Institute and Follow-up Practicum Services. A description of how the provider will collaborate with and support LEAs to ensure training is congruent and consistent with current teacher professional development efforts in districts and schools and is linked to the intent and focus of AB 75 and, for Module 1 applications, with AB 466. For Module 1, a statement of assurance that training will focus on local board-adopted programs (from the SBE adopted-programs list (K-8)) and materials appropriate to the needs of participants in a class. Module 1 shall cover one program for elementary level (English/language arts OR mathematics); two programs for middle grades (English/language arts AND mathematics); and no more than two core subject areas for high school level with either English/language arts or mathematics for one of the core subject areas. Reading/English/Language Arts intervention programs on the SBE adopted-programs list may be used for all school levels. For Module 1, a description of how the curriculum will be directly linked, congruent and consistent with AB 466 professional development efforts with teachers and instructional aides or paraprofessionals in the district and other improvement efforts for low-performing and hard-to-staff schools. This applies to all districts regardless of participation in AB 466 training. <p>Module 1: Elementary and Middle School Levels</p> <ul style="list-style-type: none"> A minimum of 32 hours of Module 1 Institute must cover the local board adopted program (from the SBE adopted-programs list) for the elementary and middle school levels including their embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments. <p>Module 1: High School Level</p> <ul style="list-style-type: none"> A minimum of 32 hours of Module 1 Institute must cover the local board adopted program (from the locally adopted programs list); curricular frameworks; standards, and research; content, concepts, and instructional strategies; support systems; assessment; and communications and technologies. 	<ul style="list-style-type: none"> Place Application form at beginning of application packet or binder. The Program Description is to be written in narrative format and should be approximately five to seven pages. Applications must include detail sufficient for the reviewers to clearly understand how the program is structured and how the provider will work with LEAs to ensure relevance and consistency with LEA professional development efforts.

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<p style="text-align: center;">B. Curriculum</p>	<ul style="list-style-type: none"> • All applicants must submit a comprehensive curriculum package. The curriculum must include the trainer manual, which includes a timed agenda, lesson plans, all overheads, and citations for all instructional materials used in the training. Include hard copies of articles to clarify curriculum content. • For Module 1, ELEMENTARY AND MIDDLE SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> (1) Up to 4 hours for state/district vision, plan and expectations; (2) A minimum of 32 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments; (3) A minimum of 2 hours for support systems and communications and technologies. • For Module 1, HIGH SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> (1) Up to 8 hours for state/district vision, plan and expectations; (2) A minimum of 32 hours training on the instructional program; curricular frameworks; standards, research; content, concepts, and instructional strategies; support systems; assessment; and communications and technologies. • Written assurance that all program participants will receive a participant manual that contains the timed agenda, copies of overheads or PowerPoint presentations, listing of relevant citations and resources, and other materials that will assist the participant in successful implementation of the program content. <p>NOTE: Specific criteria for training curriculum content are found in Section IV.</p>	<ul style="list-style-type: none"> • Timed Agenda • Training Curriculum Manual • Overheads to be used • Citations for all materials to be used. • Hard copies of articles to clarify curriculum content.

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C. Qualifications and Expertise	<p>The quality of any curricular program is enhanced by the quality and expertise of its instructors. The Principal Training Program requires all applicants to demonstrate their capacity to obtain and sustain quality instruction. State Board of Education approved training providers are responsible for maintaining and monitoring the quality of the curriculum and instruction.</p> <p>ALL APPLICATIONS MUST INCLUDE:</p> <ul style="list-style-type: none"> • Resumes and a detailed description of all lead trainers for all modules. Include documentation of relevant training provided to site administrators and a list of previous clients. • Description of how lead trainers and module instructors are certified as a member of the Principal Training Program training team including: 1) minimum qualifications required of additional personnel if added to the training team; 2) description and number of days of training provided to instructors, and 3) ongoing quality control process and professional development for instructors to ensure effectiveness of the program. • Written statement from provider assuring capacity to deliver trainings for at least three years from 2002 – 2005. <p>LEAD TRAINERS: Individuals identified by the approved provider to coordinate, implement, monitor, and evaluate the program. Lead Trainers are responsible for the quality of instruction for the program and for overseeing professional development training for Module Instructors. All Lead Trainers must meet the following qualifications:</p> <ol style="list-style-type: none"> 1. A California Professional Clear Administrative Services Credential and/or documented expertise and experience in the areas of focus listed in AB 75 Legislation. 2. Thorough knowledge and depth of understanding of AB 75 Module intent and content. <ul style="list-style-type: none"> • <u>Lead Trainer as sole instructor for Module 1*</u>: Meets requirements 1 and 2 PLUS has a thorough knowledge and depth of understanding of AB 75 Module intent and content AND an in-depth understanding of English/ language arts and/or mathematics as demonstrated by: 1) An advanced degree in Curriculum Development, English/language arts, and /or mathematics; OR 2) is an AB 466 Training Provider; OR meets the requirements 1 and 2 for Lead Trainers PLUS the all requirements listed under Module Instructors. <p>MODULE INSTRUCTORS: Individuals contracted by providers to conduct classes for the program. Module Instructors must meet the following qualifications:</p> <ul style="list-style-type: none"> • Documented expertise and experience in the appropriate areas of focus listed in AB 75 legislation. • Thorough knowledge and depth of understanding of AB 75 Module intent and content. • <u>Module 1 Instructors:</u> All of the Module Instructor qualifications plus thorough knowledge of one or more local board adopted-program(s) on which they will provide training (from the SBE-adopted programs list (K-8)) as demonstrated by documented experience as an AB 466 trainer OR evidence of completion of an appropriate AB 466 Institute training <u>and</u> significant experience as a content expert, coach, lead teacher or specialist. <p style="text-align: center;">MODULE 1 MUST BE DELIVERED BY A MODULE 1 LEAD TRAINER* OR BY A COMBINATION OF A LEAD TRAINER AND A MODULE 1 INSTRUCTOR (S)</p>	<p>Format and Placement in application:</p> <ul style="list-style-type: none"> • Narrative • Resumes and/or detailed descriptions of qualifications of Initial Team of Lead Trainers and other pertinent personnel

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<p style="text-align: center;">D. Training Methods and Delivery</p>	<ul style="list-style-type: none"> • Description of how the provider will collaborate with LEAS to ensure that principals and vice principals receive Institute training and a Follow-Up Practicum that is focused on local board-adopted programs and appropriate to the school level and school site to which participants are assigned. • Written statement of assurance that the program has the capacity to serve the total number of participants and that the class size will not exceed 35 participants (with 1 instructor for up to 24 participants and 2 instructors for 25-35). • Estimate of the number of authorized trainers to be available in 2002-03, 2003-04, and 2004-05. • Description of any distance learning technology used for the delivery of the Institute or Follow-Up Practicum (only necessary if proposed by provider under special circumstances). • Written statement of assurance that any technology on which participants will be trained (e.g. software applications) is practical, available at the participant schools, likely to be utilized by participants, and related to the AB 75 Content Area goals. 	<ul style="list-style-type: none"> • Narrative • Statements of Assurances 

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E. Evaluation and Reporting	<ul style="list-style-type: none"> • Agree to collect and report attendance data on all participants to LEAs including: Name, School, Title, Address, and Attendance and retain back-up copies of these document. • Agree to administer Institute survey, rating quality of instructors and the content of the Institute on the final day of each Module. • Agree to support the LEA in meeting CDE requirements to collect and report information needed for interim and final reports for submission to the legislature (Cit: Education Code Section 44516 (a) (b)). • For Module 3, agree to collaborate with LEA to administer state-designated technology pre- and post-assessments, to satisfy Bill and Melinda Gates Foundation Grant requirements 	<ul style="list-style-type: none"> • Statements of Assurances

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F. Assurance of Proprietary Rights	<p>Proprietary Rights means the applicant has exclusive legal rights to the curriculum-training package submitted for approval. Applicants must include a statement of acknowledgement and acceptance of proprietary rights.</p>	<ul style="list-style-type: none"> • Statement may be included as part of the introductory letter and/or at the end of the program description narrative.